Basic Solutions for Managing Activities of Applying Information Technology in Teaching English in High Schools in Ho Chi Minh City Under Comprehensive Quality Management Approach

Phuong - Kim Nguyen Thi[1], Thuy - Chau Cao Thi[2*]

[1,2]*University of Social Sciences and Humanities - Ho Chi Minh City, Vietnam; E-mail:* chauthuy@hcmussh.edu.vn, phuongnguyen2601@gmail.com

Abstracts: After 37 years of innovation, integration and development, Vietnam has achieved many great achievements, with its position and strength becoming stronger than ever. Economic development, political and social stability; Culture and society have developed, national defense and security have been strengthened; The material and spiritual life of the people is increasingly improved. Also in that process of innovation and integration, Vietnamese education has achieved many achievements in improving the quality of human resources and promoting the human factor to promote the country's development. With the efforts of administrators and teachers, the management of information technology application activities in English teaching in high schools has initially had positive changes in a number of aspects. This study was conducted to analyze and clarify basic solutions for managing information technology application activities in English teaching in high schools in Ho Chi Minh City according to the total quality management approach aspect - TQM (Total Qualityl Management). The results show that managing information technology application activities in English teaching according to the Total Quality Management model will contribute to ensuring that technology is being used effectively in schools learning, promoting and facilitating the effective application of information technology to teachers' teaching activities and students' learning activities, contributing to improving the quality of teaching. The basic solutions that the article states and analyzes towards managing the application of information technology to English teaching in high schools in Ho Chi Minh City are: raising awareness for officials and teachers. lecturer on the importance of applying information technology to teaching English in high schools according to the Total Quality Management approach; stage control of the management process of applying information technology to English teaching according to the Total Quality Management approach; Implement a quality management system for applying information technology to English teaching according to the Total Quality Management approach in schools. The limitation of this study is that it has not stated and analyzed the factors that affect the management of information technology application activities in teaching English in high schools in Ho Chi Minh City according to the approach comprehensive quality management.

Keywords: Education, Teacher, English, Teaching, Quality, Manage, Ho Chi Minh City.

1. INTRODUCTION

Through 37 years of innovation, integration and development, Vietnam has achieved many great achievements, with its position and strength becoming stronger than ever. Economic development, political and social stability; Culture and society have developed, national defense and security have been strengthened; The material and spiritual life of the people is increasingly improved. Also, in that process of innovation and integration, Vietnamese education has achieved many achievements in improving the quality of human resources and promoting the human factor to promote the country's development. However, besides the achievements, the quality and efficiency of Education and Training are still low compared to requirements, especially university education and vocational education; The Education - Training system lacks connectivity between levels and between Education - Training methods, being heavy on theory and light on practice; Training lacks connection with scientific research, production, business and labor market needs; not paying enough attention to ethical education, lifestyle and working skills; Educational methods, exams, testing and assessment of learning outcomes are still outdated; Education and Training management still has many weaknesses; The team of teachers and educational administrators is inadequate in quality, quantity and structure; a department that has not kept up with the requirements of educational innovation and development, lacks enthusiasm, and even violates professional ethics. Resolution No. 29-NQ/TW has provided guiding viewpoints, goals, tasks and solutions to orient education development in the new period. These are major orientations and are being actively implemented by all levels and sectors to create fundamental and comprehensive changes in Vietnamese education today.

The rapidly growing scientific and technological revolution has brought new achievements and challenges to the education sector in general and foreign language teaching in particular in Vietnam. Thereby, it requires the industry's best efforts to keep up with the times and participate in the process of information technology (IT) and knowledge economy. Accordingly, with the development of science and technology, many teaching aids were born, which have been effective, helping teachers guide students to access the richest and most understandable sources of knowledge. From teaching classes with electronic lesson plans, teaching with on-screen presentations (Powerpoint), in recent years there have been more modern teaching technology devices such as smart electronic boards and electronic textbooks. Electronics, lesson design software... In particular, with English, there have also been many changes in teaching and learning methods, helping teachers and students have easier access to new and advanced methods. Research and find solutions to incorporate social network applications into the training process, making the learning process not just confined to the four walls of the classroom. The application of information technology in the teaching process aims to improve the autonomy and learning motivation of students; and especially expand learners' interactive abilities. With the efforts of administrators and teachers, the management of information technology application activities in English teaching in high schools has initially had positive changes in a number of aspects. . However, looking back at the statistical data reports of high schools after each exam, the quality of English learning of high school students is still alarming when there are still many scores below the average score. Furthermore, over the years, the quality of English subjects of high school students, demonstrated through the results of high school graduation exams or international exams, has not improved significantly over the years. This further confirms that in order for English learning to be effective and increasingly improve its quality, research is needed to improve the management of information technology application activities in English teaching in high schools in Ho City. Chi Minh follows the approach of total quality management - TQM (Total Quality Management) which is an issue of profound theoretical and practical significance.

2. METHODOLOGIES AND DATA

The article is based on theoretical research methods; Practical research method *(In-depth interview method:* To clarify information obtained from the questionnaire survey method, through direct interviews with a number of Management Officers of the Department of Education and Training teachers, Principals, Vice Principals, Professional Leaders, English teachers and students to learn about the current status of information technology application activities in teaching English in high schools in Ho Chi Minh City; *Research method for educational activity products:* Using activity products of high schools such as documents (images, hard and soft documents), facilities reports, and summary reports. exam results, guiding documents and plans, reports summarizing the school year)

2.1. Research Question

Question 1: What are the basic issues in managing information technology application activities in English teaching according to the comprehensive quality management model?

Question 2: What is the solution for managing information technology application activities in English teaching in high schools in Ho Chi Minh City?

2.2. Research Purposes

The purpose of the article is to analyze and clarify basic solutions for managing information technology application activities in English teaching in high schools in Ho Chi Minh City according to the quality management approach. Total Quality Management (TQM).

2.3. Overview of Research Situation

The topic related to the management of information technology application activities in teaching English in high schools in Ho Chi Minh City has had many authors interested in and researched in many aspects and angles. shown through typical projects.

Firstly, when doing an overview of the development process of applying information technology to teaching in general, Nguyen Quang Vinh (2013) believes that this process can be divided into 3 main periods including: Period 1: The period of computer-assisted teaching CALL (Computer Assisted Language Learning) began in the mid-1980s and lasted until the late 1990s. Period 2: The period of great changes began from the late 1990s and was strengthened even more strongly in the early years of the 21st century. Period 3: Current period and future development. The current period and future development are considered by the author to begin at the end of the first decade of the 21st century. Research on the meaning of organizing information technology application activities in English teaching, Bull & Ma (2001) believe that this is a very important activity in providing unlimited resources for both learners and teachers, helping teachers and students easily share information, increasing Time for self-study, self-research and problem solving. Or as Harmer (2007) argues, compared to traditional teaching methods, applying information technology to English teaching has the outstanding advantage of improving collaborative learning in students through sharing exercises. learning groups or resources. Emphasizing effectiveness in teaching, Harmer (2007) and Genclter (2015) commented that the application of information technology to teaching has helped students easily carry out interactive or fun learning activities that are appropriate for them. through the use of computer technology.

Second, in the report at the National Conference, the research team including Bao Kham, Cai Ngoc Duy Anh, Nguyen Thi Hong Duyen, Huynh Long Ha and Nguyen Thi Phuong (2016) systematized application activity trends. Information technology in foreign language teaching and learning in Vietnam includes 3 stages: 1) Computer-based teaching trend: Using CD-ROM and courseware, using software tools integrated into the computer such as PowerPoint presentations or using other software and tools installed on the computer; 2) Teaching trend based on social networking sites: exploiting networking sites such as teaching using Facebook, blogs and other social networking sites such as Youtube; 3) Online teaching trends are described from two popular perspectives: applications of mobile devices and applications of online teaching management systems. In recent years, many domestic and foreign studies have been conducted to show the close connection between flexibly organizing information technology application activities in English teaching and bringing positive results. Extremely talented in training language skills such as: Bui Thu Giang (2006), Nomass (2013), Nguyen Quang Vinh (2013), Nguyen Ngoc Vu & Dao Minh Thu (2015), Ho Thi Kieu Oanh (2015). Researching the impact of social networks on learners, Nguyen Ngoc Vu (2016) commented that through the use of video and audio files, electronic lectures, online dictionaries or other forms of email and news, Multimedia messaging and social networking sites such as Facebook, Youtube... make learners become more motivated and interested in lessons, from which learners' English listening and speaking skills have improved significantly. tell. Dang, Nicholas & Lewis (2012) commented that the majority of foreign language teachers in Vietnam recognize the positive values of managing information technology application activities in teaching, typically improving efficiency. teaching such as: organizing study groups to share and access online materials or study with native speakers. Research on applying learning theory as a foundation for applying information technology to English teaching was conducted by Nguyen Lan Trung and a group of colleagues from the University of Foreign Languages - Vietnam National University, Hanoi (2016).) presented in *"Constructivist - Action Theory in Foreign Language Education"* gives us a better understanding of the characteristics of information technology application activities in English teaching. The authors combine the views of Piaget and Vygosky (Dahl, 1996) and consider that English teaching activities with the support of information technology need to well demonstrate the role of the school as an organization that manages application activities. Using information technology in teaching, teachers organize learning activities applying information technology so that learners take an active role, promote their personal ability to perceive things, and create knowledge. by own experience.

Through the above research projects, it can be seen that many authors have paid attention and researched the management of information technology application activities in English teaching in high schools in Ho Chi Minh City. in many aspects and angles, shown through typical works, but there is no specialized work that focuses on in-depth research and clarification of basic solutions for managing information technology application activities. believes in teaching English in high schools in Ho Chi Minh City according to the total quality management approach - TQM (Total Quality Management).

3. CONTENT

3.1. Managing information technology application activities in English teaching according to the Total Quality Management (TQM) model

Managing teaching activities is essentially the process of managing and managing physical facilities, equipment, and facilities for teaching activities, and managing the knowledge transfer process of the team. teachers and the process of acquiring knowledge, skills, and techniques of students to form and develop students' personalities. To be suitable for high schools, in this article the author approaches the concept: Management of information technology application activities in teaching is the organized, targeted impact of the Principal to carry out the tasks management function to plan management policies and evaluate the impact of technology on teaching to ensure that technology is being used effectively in schools, promoting and facilitating the application of technology information technology into teachers' teaching activities and students' learning activities effectively, contributing to improving the quality of teaching.

According to regulations of the Ministry of Education and Training of Vietnam, English is a mandatory subject in the general education program from grades 3 to 12 and is considered one of the tool subjects in high school. English not only helps students develop communication skills in English but also contributes to the formation and development of general abilities, to live and work more effectively, to study well in other subjects as well. like lifelong learning. In addition, the English subject provides students with important international communication tools, helping them exchange information, advanced scientific and technical knowledge, and learn about cultures, thereby contributing to contributes to creating understanding between peoples, forming a sense of global citizenship, and contributing to the development of personal qualities and capabilities. Through learning English and learning about different cultures, students can better understand and love their own language and culture. Currently, aiming at international standards, the general education program for high school English in Vietnam has been designed with the goal of helping students form and develop communication capacity through practicing listening skills, speaking, reading, writing and language knowledge (phonetics, vocabulary, grammar). In addition, the subject also provides students with basic knowledge and skills in English and develops intellectual qualities to continue their studies or enter working life.

Following the development trend of educational technology, research works by domestic and foreign authors have given writers access to a number of management models for applying information technology to teaching in general and English subject in particular and Total Quality Management (TQM) is one of those models. *Total Quality Management (TQM) of Teaching and Learning - The total quality management model applied to the teaching process* has been developed by John (1994) study. The author emphasizes how to manage according to the teamwork model, empower employees, collect feedback and continuously improve aspects of operations. The success of the Total Quality Management model in teaching and learning management is reflected in the ability of managers to plan, devise policies and strategies to manage teaching activities, attach importance to customer factors, and pay attention to customer factors. Focus on improving the quality of subject learning and building a quality cultural environment. The highlight of the Total Quality Management model compared to other quality management models is that it provides a comprehensive management system for managing and improving all related aspects. related to quality, while mobilizing the participation of all departments and individuals to achieve the set quality goals. On the other hand, the application of the Total Quality Management model in management also shows that there is a synchronous combination of management functions of the Principal, thereby creating a process of managing the application of information technology to teaching. Learn English throughout from input to output, unifying the goals of all customers inside and outside the school. In addition, with the characteristics of continuous improvement, managers can easily update specific management activities in the process phase according to the development trend of society at each stage in accordance with the characteristics of each school. In particular, the management model according to Total Quality Management always focuses on building a quality cultural environment and constantly improving to improve product quality and also improve the quality of English learning, and This is the main goal of the thesis.

Managing information technology application activities in English teaching according to TQM (Total Quality Management) is to build a total quality management system including 3 stages: input, process, output of the program. a continuous improvement process to improve and enhance the quality of English learning. In addition, from the theoretical basis presented and the teaching practices of high schools in the period of educational digital transformation, the author identifies 4 specific activities that need to be managed during the process: 1) Activities applying information technology to teaching preparation (lesson planning, lesson design, organizing teaching activities and choosing a platform to organize teaching); 2) Information technology application activities in developing learning materials (exploiting documents and creating teaching materials); 3) Activities of applying information technology to testing and evaluating students' learning outcomes; 4) Activities of applying information technology to build an interactive learning environment. The process of managing information technology application activities in teaching English in high schools according to the TQM (Total Quality Management) approach includes 3 stages of input, process, and output management to form a management system. Managing the application of information technology to English teaching in high schools according to the TQM (Total Quality Management) approach as follows:

First, input management

Input factors include: Creating a feasible strategic plan in accordance with the school's educational plan (Content, curriculum, Method - form of teaching organization); Managing teaching staff - Training on the TQM (Total Quality Management) management model, improving awareness, expertise, and information technology capacity; Managing student input quality: Develop entry-level enrollment plans and organize effective classes; Prepare resources well to ensure physical conditions for teaching activities.

Second, process management

Including elements such as: Building and organizing well working groups/teams; Create a positive competitive atmosphere to avoid pressure on achievement; Have a systematic approach to the 4 effective operations management process; All members share and cooperate to comply with work quality requirements; There is a commitment to quality between customers inside and outside the school; Set up a system of SPC and SQC quality control management tools.

Third, output management

Output factors include: Improving the quality of learning as well as the moral qualities of students; Strengthen cooperation with partners to raise international standards; Gradually build a quality cultural environment; Efforts for continuous improvement throughout the system.

In Ho Chi Minh City, the application of information technology in teaching English in schools is expressed through the opinions of teachers and students, the results are obtained in the following data table.

Table: Teachers' opinions on the content of information technology application activities in English teaching

Numerical order	Content	% Usually (Teacher; N=108)					Medium score	Standard deviation
		1	2	3	4	5		
1	Designing electronic lectures	0	0	25	38	37	4.12	0.782
2	Make illustrative films, search for documentary photos, and serve	0	0	38	37	25	3.78	0.786

	teaching purposes							
3	Compile lesson plans or lectures for shared use in the open learning materials system	0	0	25	49.1	25.9	3.75	0.657
4	Compile review questions and test banks for common use in the open learning materials	0	0	37	50	12	4.17	0.717
5	Create a consultation, guidance, and resource sharing forum on the school's website	37	*63*	0	0	0	1.63	0.485
6	Instruct students to use learning websites to practice 4 language skills.	0	*50.9*	49.1	0	0	2.49	0.502
7	Design your own website or write simulation software to practice 4 language skills	100	0	0	0	0	1.00	0.000
Average score, overall standard deviation							**3.00**	**0.574**

Source: Author's survey

In addition, from the observational data recorded by the author, he also came to the conclusion: Most of the teachers' teaching content is still mechanical, using the form of presenting lecture slides accompanied by handing out handouts. Mostly printed practice questions follow grammatical sentence patterns, sometimes combined with video or image illustrations, but only shown in training sessions. The preparation of lesson plans using shared information technology applications is also very limited, although when looking at the plan, there is a target set, 1 teacher implements 2 lesson plans/1 semester. The test bank is only implemented in the form of multiple choice and sentence matching questions, teachers mainly draft using Microsoft Word, have not applied separate software such as Quizzi or compiled on Google Form. Teachers rarely use other content because they are afraid of wasting time and partly because their information technology skills are limited. Observing lessons and interviews, the author of the article noted that teachers initially used active teaching methods and techniques in preparing for lessons and organizing learning activities quite often, however. There is also a large number of teachers who only focus on practicing and solving grammar, and only demonstrate "formal coping and application" when observing lessons and giving lectures. Reality has also shown that teachers' teaching methods have a great influence on stimulating interest in learning, contributing to motivation, thereby helping students learn English well and improve the quality of learning. This is one of the important input factors in the management model according to the TQM (Total Quality Management) approach, but unfortunately, teachers do not often use it because of lack of time and a number of other objective reasons.

3.2. Solutions For Managing Information Technology Application Activities in English Teaching in High Schools in Ho Chi Minh City

Proposing solutions is carried out according to principles such as: ensuring objectiveness; ensure theoretical validity; ensure inheritance and practicality. Basic solutions for managing information technology application activities in English teaching in high schools in Ho Chi Minh City are specifically:

Firstly, raise awareness for officials and teachers about the importance of applying information technology to teaching English in high schools in Ho Chi Minh City according to the TQM (Total Quality Management) approach.

Managers of the Ho Chi Minh City Department of Education and Training and managers of high schools in the area need to be properly aware of the guidelines and policies of the Vietnamese Government and must be pioneers. in the utility application of information technology. At the same time, encourage and motivate teachers to proactively self-train and improve their information technology skills and create conditions for teachers, especially older teachers, to proactively approach and self-train. , improve information technology skills and apply it effectively. Affirming that information technology is an important and practical tool for improving the quality of education. - Through many forms, the Board of Directors, Party Committee, Trade Union, Youth Union and other organizations in the school propagate the guiding documents of the Government of Vietnam, Ministry of Education and Training, Committee of Education and Training. Ho Chi Minh City People's Committee and Department of Education and Training on promoting the application of information technology in schools. Develop plans, issue documents and decisions of long-term strategic nature, combine implementation in each area of work, assign responsibilities to managers and other organizations in the school to carry out tasks. information technology application services. In particular, it is necessary to make emulation criteria on information technology application one of the criteria to evaluate and praise managers, teachers and employees who contribute positively to information technology applications. in education. In addition, it is necessary to strengthen the direction of professional teams and groups to apply information technology in innovating teaching methods. Assign teaching plans with information technology applications to professional teams and groups. Direct specialized teams and groups to regularly report on method innovation, especially reports that apply information technology. Strengthen testing, classroom visits, and teacher grading, especially lessons and lessons that apply information technology in innovating teaching methods. The condition for implementing this solution is that Principals of high schools in the area need to direct the development of training plans to raise awareness for managers and members of the school about the content of operational management. Applying information technology to teaching English subjects according to the TQM (Total Quality Management) approach. Each administrator at high schools must demonstrate a proactive spirit in consulting with superiors and local leaders to best mobilize human, material and financial resources to serve management well. of the school; Managers need to be clearly aware of the roles and responsibilities of leaders in organizing and implementing.

Secondly, controlling the process of management of information technology application in teaching English learning by TQM (Total Quality Management)

Approaching system is the principal management of all parts of the organization in the system so that the whole organization directs a common goal. The principal of management of information technology applications in teaching English learning will manage all parts of the school under the professional management system, the heads, and the professional team of the universities, groups / groups or supporting information technology, teachers, students, implementation of teaching activities in a process for the same goals. The general goal is to improve the quality of English subjects. The principal and the efficiency of professional and units should coordinate to make the detailed plan, organize the implementation of the application of information technology applications in teaching English in 4 Content Management specifically: Management of information technology application. In the preparation of teaching teachers, exploit the teaching materials, examining the evaluation of the student's learning, building the learning environment for an additional detailed way of the implementation and implementation of the Deming-probably implementation of the Deming (P-D-C-A) as follows: First: Management of Information

Technology Application Information on Teaching Teaching; Second: Management of Information Technology Application Information on Development of the Education; Third: - Management of information technology application on the test-evaluation of student learning results; Fourth: Management of Information Technology Application into the development of interactive learning environment. In addition, it is important to focus on the promoting of information technology applications in the study and inspection of the study of the student's study. The goal of this measure is to guide students to use computer and software, the Internet. Accordingly, the following requirements should be required: - Development of learning environment: In the learning environment with information technology applications, students can exchange, share information with teachers or with other friends; The document that students found are stored, shared together to study, cooperation. - Sharing space: The Internet creates a learning environment, where it can share the learning space by exchanging information with others. Internet use contributes to the good linkage between teachers - students and students - students and promote cooperation. This is done through group discussion, teamwork, extensive experience, group reports, students report them to the information technology related to the information technology application. The school should be coordinated with the family to manage student learning activities through information from the manager and student management software on the Internet. Through that, parents' students teach their child's learning results by looking into the student management software, electronic contacts to manage and help their child better learning, and raising awareness. Application of information technology in their child's learning. Managers should direct the application of information technology in implementing software testing and evaluation in many forms of subjects, subject to testing tests, using software tests in the form of multiple choice. On the school side, it is also possible to build a website, connecting the computer room for students to self-test, evaluate their study results, three of which is the system of management of information technology applications in Tech Tech Trade Quality Management in the school This will help the high schools set up the force to implement the construction system, develop the quality management system of the system of quality management of the application of information technology in Tech Training, which is in the practice and has the basis for testing, there is a properly adjustable and effective implementation solution. Content and how the implementation will be: establishing the implementation team; To build a quality management system; Training quality system operating system; Organizing the quality system; Check and evaluate quality management system; Improve quality management system. The implementation of quality management system is the most important operation of the management system should be taken care of, as if the inactivity is causing the cause of the error will not be able to set quality improvements. Reporting for the quality of the school leaders consider, decisions on adjustment. The heads and members of the Group / Parties shall have to organize the adjustment of work as the decision to change the software used, the management of the room and computer support team, the test scores or proposed improvements or updates according to the new quality management criteria and notify the relevant parts as prescribed. The implementation of the solution is the principal and professional viable professional to choose positive, reputable, professional, professional sense of responsibility to arrange key locations in the test-assessment of the school management system. The process of deployment needs to be unified to use the software, the criteria of evaluation; Assign the right person, right, adjust and change the places where difficulties and harnesses the management of the management. In addition, if there are support from related partners such as software providers, network, sense of responsibility and mental expenditure of the members of the school, step by step build and perfect the quality system. According to the TQM (Total Quality management) will be the key and premise of the implementation of the solution.

Third, implement a quality management system for applying information technology to English teaching according to the TQM (Total Quality management) approach in schools.

This will help high schools establish a force to deploy and build a quality management system that applies information technology to teaching English according to the TQM (Total Quality management) approach. From there, deploy and apply in practice and have a basis for inspection and evaluation, have timely adjustment solutions as well as make continuous and effective improvements. The content and implementation method will be: Establishing an implementation team; Building a quality management document system; Training on quality system operations; Organize and operate the quality system; Inspect and evaluate the quality management system; Improve quality management system. Improving the quality management system is the most important activity of the management system, so it needs to be done carefully, because if the cause of errors is not accurately

determined, improvement solutions cannot be proposed. quality. Report to the school's quality leadership representative for review and decision on adjustments. The team leader and members of the team/department are responsible for organizing work adjustments such as deciding to change shared software, how to manage the computer room, the department supporting English teachers, Calculate competition points or propose improvements or updates according to new quality management criteria and notify relevant departments as prescribed. The condition for implementing the solution is that the Principal and Professional Vice Principal need to select positive, reputable, professionally capable, and responsible individuals to be placed in key positions in the implementation of the solution. Inspect and evaluate the school's management system. The implementation process needs to unify the software used and evaluation criteria; Assigning the right people to the right jobs, immediately adjusting and changing positions that still cause difficulties and hinder management innovation. In addition, if there is support from relevant partners such as software companies, network operators, and the sense of responsibility and spirit of overcoming difficulties of school members, gradually build and completing the quality system according to TQM (Total Quality management) will be important and necessary prerequisites for successful implementation of the solution.

CONCLUSION

The rapidly growing scientific and technological revolution has brought new achievements and challenges to the education sector in general and foreign language teaching in particular in Vietnam. Thereby, it requires the industry's best efforts to keep up with the times and participate in the process of information technology and knowledge economy. Recognizing the important role and significance of information technology, the education sector has paid special attention to the training of officials and teachers to gradually apply information technology in their work. Teaching and management to improve the quality and effectiveness of training. With English, there have also been many changes in teaching and learning methods, helping teachers and students have easier access to new, advanced methods. The application of information technology in teaching and learning English gives teachers the opportunity to practice listening, speaking, and English expression skills, overcome limitations in phonetics, stress, and intonation. Motivation for teachers to strive to improve. When applying information technology in teaching, teachers' lectures are always fluid and flexible, promoting interaction between teachers and learners. Information technology, including computers connected to the Internet, is a huge data warehouse for teaching, helping teachers and students share information, increase time for self-study, and self-solve problems. With the support of this software and equipment, teachers have improved their professional quality, shortened lesson design time, promoted teaching effectiveness, and built many interactive activities in class. , better support and control your students, optimizing each student's abilities. At the same time, it helps students to be confident, proactive, bold and actively participate in the teacher's teaching activities. This is truly a modern educational method that "takes learners as the center, satisfies learning needs and optimizes each individual learner", thereby achieving the goal of learning foreign languages well and developing parallel skills. listening-speaking-reading-writing skills. The application of information technology creates a natural language learning environment, creating conditions for students to access the accurate speech of native speakers, supporting the teaching process to be more attractive and highly effective. Helps students gain knowledge and communication skills with friends, teachers, and foreigners inside and outside of school hours.

This study was conducted to analyze and clarify basic solutions for managing information technology application activities in English teaching in high schools in Ho Chi Minh City according to the total quality management approach. aspect - TQM (Total Quality Management). The results show that managing information technology application activities in English teaching according to the Total Quality Management (TQM) model will contribute to ensuring that technology is being used. effectively in schools, promoting and facilitating the effective application of information technology to teachers' teaching activities and students' learning activities, contributing to improving the quality of teaching. In Ho Chi Minh City, the application of information technology to teaching English in schools still has some limitations that need to be overcome. The basic solutions aimed at managing the application of information technology to English teaching in high schools in Ho Chi Minh City that the article has stated and analyzed are: Firstly, raising awareness for officials and teachers about the importance of applying information technology to teaching English in high schools in Ho Chi Minh City following the TQM (Total Quality Management)

approach; Second, control the stage of the management process of applying information technology to English teaching according to the TQM (Total Quality Management) approach; Third, implement a quality management system applying information technology to English teaching according to the TQM (Total Quality Management) approach in schools. The limitation of this study is that it has not stated and analyzed the factors that affect the management of information technology application activities in teaching English in high schools in Ho Chi Minh City according to the approach comprehensive quality management./.

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